



## The Khalsa Academy Wolverhampton – A Khalsa Academies Trust Academy

### TKAW Accessibility Policy

**This policy is applicable to Khalsa Academy Wolverhampton**

<b>Document control</b>	
Date Approved	October 2022
Date for Review	October 2023
Authorised By	Board
Published Location	Trust Website
Document Owner	Principal

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## About TKAW

The Khalsa Academy Wolverhampton is an inclusive Sikh Ethos academy that welcomes learners from different socio-economic backgrounds, cultures, religions as well as Special Education and disability needs.

At TKAW, we are committed to working in partnership with parents to give every child the best possible start in life. We achieve this through our core values of love, compassion, contentment, humility and truth. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

## Statement of Intent

The Khalsa Academy Wolverhampton is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with pupils and students, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience. This policy outlines the principles that the academy is committed to following throughout all accessibility planning activities to ensure that all pupils and students with a disability are able to enjoy and access all aspects of educational life in the same way as their peers. The specific measures the academy has taken to ensure the academy is accessible are outlined within the [Accessibility Plan](#).

The ways in which the academy fosters inclusion and equality for pupils and students who share other protected characteristics are outlined in the [Equality Policy](#), and the ways in which the academy ensures its practices and environments are accessible and inclusive for staff are also outlined in the [Equality Policy](#).

This policy must be adhered to by all staff members, pupils, students, parents and visitors.

## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and academies'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following academy policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Exam arrangement Policy
- Equality Policy
- Admissions Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-bullying Policy
- Health and Safety Policy

## Definitions

In line with the Equality Act 2010, "**indirect discrimination**" is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The academy cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The "**protected characteristics**" are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a “**disability**” if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

## Roles and responsibilities

The LAB will be responsible for:

- Ensuring that all accessibility planning, including the academy’s Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The Principal will be responsible for:

- Creating an Accessibility Plan with the intention of improving the academy’s accessibility, in conjunction with the LAB and in line with the academy’s legal obligations and the principles outlined in this policy.

The Assistant Principal for Inclusion will be responsible for:

- Ensuring that staff members are aware of pupils’ and students’ disabilities and medical conditions where necessary.
- Establishing whether a new pupil or student has any disabilities or medical conditions which the academy should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils’ or students’ disabilities arise.
- Working closely with the LAB, LA and external agencies to effectively create and implement the academy’s Accessibility Plan.
- Working closely with the Principal and LAB to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the academy, and advising the Principal in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting pupils and students with a disability to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil or student as a result of their disability.

All staff members and LAB will partake in whole-academy training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

## Accessibility Plan

The academy's Accessibility Plan demonstrates how access will be improved for pupils, students, staff, parents and visitors to the academy within a given timeframe. The accessibility Plan is a freestanding document and is available on the academy website.

The Accessibility Plan will be structured to complement and support the academy's Equality policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which pupils and students with disabilities can participate in the curriculum
- To improve and maintain the academy's physical environment to enable pupils and students with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils and students with a disability, in particular that which has already been produced for pupils and students who are not disabled.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be October 2025. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The academy will provide adequate resources for implementing plans, ensuring pupils and students are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of pupils and students with disabilities. It will be used to advise other academy planning documents and will be reported upon annually in respect of progress and outcomes.

The academy will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the academy's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the academy provide suitable support to pupils and students with disabilities.

An access audit will be undertaken by the LAB and Assistant Principal for Inclusion annually.

During Ofsted inspections, the inspectorate may include the academy's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the academy website.

## Equal opportunities

The academy strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils and students with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils and students equal opportunities.

Staff members will be aware of any pupils and students who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil or student is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils and students to reach their full potential and receive the support they need. The academy will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils and students with SEND to participate in all academy activities.

## Admissions

The academy will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and students and potential pupils and students.

The academy will strive to not put any pupil or student at a substantial disadvantage by making reasonable adjustments prior to the pupil or student starting at the academy. All pupils and students, including those with SEND, will have appropriate access to all opportunities available to any member of the academy community.

Information will be obtained on future pupils and students in order to facilitate advanced planning. Prospective parents of pupils or students with an EHCP, and pupils with SEND, are invited to a transition meeting prior to the pupil starting academy in order to discuss the pupil's or students' specific needs.

## Curriculum

The academy is committed to providing a healthy and safe environment that enables full curriculum access, that values and includes all pupils and students regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil or student will be excluded from any aspect of the academy curriculum due to their disability. The academy aims to provide a differentiated curriculum to enable all pupils and students to feel secure and make progress. **The head of department for each subject and the SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of**

that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the academy. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.

**[Updated]** The academy ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

## [Updated] Physical environment

The academy is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the academy premises. There are no parts of the academy to which pupils or staff with disabilities have limited or no access to.

**[Updated]** The academy will ensure that accessibility audits are conducted for those within the academy community to ensure that specific needs are taken into account; however, in general, the academy will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

**[Updated]** The specific ways in which the academy will ensure its physical environment is accessible in full to all members of the academy community, irrespective of any protected characteristics, are detailed within the academy's Accessibility Plan.

## Monitoring and review

This policy will be reviewed on an **annual** basis or when new legislation or guidance concerning equality and disability is published. The governing board and headteacher will review the policy in collaboration with the SENCO.